



Amazing Grace

by Mary Hoffman

Teacher's Guide

Written By Kathy Sammis



A Perma-Bound Production

This guide was prepared using the Dial Books for Young Readers edition, ©1991. Other editions may differ.

Synopsis

Grace is delightful, feisty young African-American girl who loves stories “read to her or told to her or made up in her own head” or “out of Nana’s long memory.” Grace doesn’t just listen to the stories—she acts them out with dramatic flair, imaginatively dressing for the role. And she always gives herself the most exciting part. She is Joan of Arc, a peg-legged pirate, Mowgli in the jungle, Hiawatha, Aladdin, even Doctor Grace treating Ma and Nana for dreadful injuries.

One day at school, Grace’s teacher announces that the class is going to do the play Peter Pan. When Grace raises her hand to show that she wants to play Peter, Raj tells her she can’t be Peter because she’s not a boy, and blonde Natalie tells her she can’t be Peter because she’s black. Because so many students want to be Peter, the teacher says they’ll have auditions next week. At home that afternoon, a sad Grace tells her Ma and Nana what Raj and Natalie said. Ma assures Grace that a girl can be Peter Pan if she wants, and Nana contradicts Natalie, saying, “You can be anything you want, Grace, if you put your mind to it.” On Saturday, Nana takes Grace into town to the ballet, first showing Grace the poster outside the theater. It reads, “Stunning New Juliet,” and it shows a beautiful young black ballerina, the granddaughter of a childhood friend of Nana’s from Trinidad. Back home after the ballet, Grace dances around her room in an imaginary tutu, telling herself, “I can be anything I want.”

On Monday at school, Grace wows her classmates with her audition. “She knew exactly what to do and all the words to say—she had been Peter Pan all weekend.” Everyone votes for Grace to be Peter Pan, and Natalie declares, “You were fantastic!” The play is a great suc-

cess, and Grace is an “amazing Peter Pan.” Afterwards, Grace declares that she feels as if she could fly all the way home. Nana responds, “Yes. If Grace puts her mind to it, she can do anything she wants.”

Timeline



Every day

Grace loves all kinds of stories, as well as acting them out.

At school

Grace’s teacher announces that the class will do the play *Peter Pan*. Two students say Grace can’t be Peter Pan because she is black and a girl.

After school

Ma and Nana tell Grace that being black and a girl doesn’t mean she can’t be Peter Pan.

Saturday

Nana takes Grace to see a black ballerina in *Romeo and Juliet*.

Monday

Grace auditions and everyone in class votes for her to play the part of Peter Pan.

Later

The play is a big success and so is Grace as Peter Pan.

Author Sketch

Mary Hoffman is a British writer, the author of more than sixty books for young readers. She was born in the small town of Eastleigh and grew up in London, the third daughter of a railway worker and his wife. Like Grace, Hoffman loved stories as a child and delighted in acting them out, always wanting the lead role for herself. This play-acting, Hoffman feels, is what turned her toward becoming a children’s writer, as she imagined new plots, characters, and dialogue to act out. Her childhood was also filled with books and movies. Both sets of her natural grandparents were dead by the time Hoffman was born, so she added substitute grandparents to her life. This element comes out in her books, which often feature grandmothers, as with the

strong and comforting figure of Nana in the Grace stories. At secondary school and university, Hoffman concentrated on studies of English literature and languages, earning a degree from Cambridge University in 1967 and a postgraduate diploma in linguistics in 1970. She married Stephen Barber, a social worker, in 1972; the couple had three daughters. Hoffman decided soon after earning her degrees that she would become a writer, working first as a freelance journalist and then writing books for young readers. Her first novel, *White Magic*, was published in 1975, and many more children's books followed. *Amazing Grace* made Hoffman much better known than she had been previously, especially in the United States.



Illustrator Sketch

Caroline Binch was born in Manchester, England, in 1947. She received a two-year degree in graphic design, being "not very interested, or good, at the academic side of school," as she has told *Something About the Author*. She became interested in illustrating black people and culture because her mother had grown up in Namibia, in southwest Africa. When she lived in London as an adult, she had many African and West Indian friends. She has also visited the Caribbean often, and her son has an African-American father. All these interests led Binch to work illustrating covers for the novels of West Indian Rosa Guy, and then several of Guy's picture books. This led to Binch's commission to illustrate *Amazing Grace* and its sequel, *Boundless Grace*. Binch created her first story and picture book with Gregory Cool in 1994, about an English-American boy who visits his parents in the Caribbean for the first time. For her models, Binch uses her own photographs of real people.

Critic's Corner

Hoffman has said that she aims at creating "strong and memorable heroines." Critics and readers agree that Grace certainly fits this model. *Horn Book*, in a starred review, called Grace "a beautiful, confident heroine basking in a warmly supportive maternal environment" and admired "the powerful transforming qualities of pride and self-confidence" the story expresses. *Horn Book* also admired Caroline Binch's "expertly executed, realistic watercolors" with "their jeweled tones and expressive, fluid lines." *School Library Journal* concurred, concluding, "Gorgeous watercolor illustrations portray-

ing a determined, talented child and her warm family enhance an excellent text and positive message of self-affirmation. Grace is an amazing girl and this is an amazing book." *Publishers Weekly* called the story "truly inspiring" and the illustrations "evocative, carefully detailed watercolor paintings, which add their own share of emotional power and personal passion." A sequel is *Boundless Grace*, also illustrated by Binch, in which a somewhat older Grace travels with Nana to Africa to visit with her father (absent from *Amazing Grace*) and his new family.

Other Books by Mary Hoffman

White Magic (1975)
Buttercup Busker's Rainy Day (1982)
"Animals in the Wild" series (1983-1987)
The Return of the Antelope (1985)
Beware, Princess! (1986)
The Second-Hand Ghost (1986)
King of the Castle (1986)
A Fine Picnic (1986)
Animal Hide and Seek (1986)
The Perfect Pet (1986)
Clothes for Sale (1986)
Nancy No-Size (1987)
Specially Sarah (1987)
My Grandma Has Black Hair (1988)
Dracula's Daughter (1988)
All About Lucy (1989)
Min's First Jump (1989)
Mermaid and Chips (1989)
Dog Powder (1989)
Catwalk (1989)
Just Jack (1990)
Leon's Lucky Lunchbreak (1991)
The Babies' Hotel (1991)
Amazing Grace (1991)
Max in the Jungle (1991)
The Ghost Menagerie (1992)
The Four-Legged Ghosts (1993)
Henry's Baby (1993)
Cyril MC (1993)
Bump in the Night (1993)
Amazing Grace Doll & Book Set (1995)
Boundless Grace (1995)
Earth, Fire, Water, Air (1995)
Trace in Space (1995)
A Vanishing Trail (1996)
Quantum Squeak (1996)
Special Powers (1997)
An Angel Just Like Me (1997)

Comet (1997)
Sun, Moon, and Stars (1998)
A Twist in the Tail (1998)

Other Books by Caroline Binch

(As illustrator)

The Hippo, written by Theresa Pouyanne (1978)
Paris, Pee Wee and Big Dog, written by Rosa Guy (1985)
Come on into My Tropical Garden: Poems for Children,
 written by Grace Nichols (1988)
Twisters (1989), *Foxcover* (1989), *Flames* (1989), and *Fibs*
 (1991), written by Dick Cate
Billy the Great, written by Rosa Guy (1991)
Boundless Grace (1995), written by Mary Hoffman
Hue Boy, written by Rita Phillips, Mitchell (1992)
Hope Leaves Jamaica, written by Kate Elizabeth Ernest
 (1993)
 (As writer and illustrator) *Gregory Cool* (1994)

Bibliography

Booklist, August 1991, p. 2145; Nov. 1, 1994, p. 512.
Bulletin of the Center for Children's Books, Sept. 1991, p. 12.
Contemporary Authors, Vol. 131. Detroit: Gale, 1991.
Horn Book, September-October 1991, p. 584; July-
 August 1995, p.450.
Kirkus Reviews, July 15, 1991, p. 938.
New York Times Book Review, Nov. 10, 1991, p. 38.
Publishers Weekly, Aug. 2, 1991, p. 72.
School Library Journal, October 1991, p. 97; October
 1994, p.74.
Something About the Author, Vols. 59 & 81. Detroit: Gale,
 1990, 1995.
Something About the Author Autobiography Series, Vol.
 24. Detroit: Gale, 1997.
 "Mary Hoffman--Grace,"
www.maryhoffman.co.uk/grace.htm.
 "Mary Hoffman," www.bloomsbury.com/maryhoffman/
 "Caroline Binch," www.carlinebinch.co.uk/

General Objectives

1. To use discussion questions to recall details, interpret characters and events, read critically, and respond creatively to the story and illustrations
2. To expand vocabulary through context clues and word study
3. To expand responses to a book by completing a variety of related activities, some in other areas of the curriculum
4. To exercise artistic, craft, and dramatic skills to help interpret reading

Specific Objectives

1. To become familiar with the stories Grace acts out
2. To understand what ballet is and what a ballerina does
3. To understand the theme of the story: "You can be anything you want, if you put your mind to it"
4. To recognize the expressions of gender and racial prejudice voiced by Grace's classmates
5. To discuss Grace's responses to the expressions of prejudice directed toward her
6. To note the ways in which Grace's mother and grandmother nurture and support Grace

The Importance of Setting

The first part of the story takes place inside and outside Grace's home (which may be a house or an apartment), where she listens to and reads stories and acts them out, alone or with friends. Also at Grace's home, Ma and Nana comfort and encourage Grace, and she practices being a ballerina. Two scenes are set at Grace's school, one in an attractive classroom when Grace's teacher asks who wants to play the part of Peter Pan and the other in the room (possibly also the classroom) where the children audition for parts in the play. Another scene is on the street outside the theater in town, where Nana shows Grace the poster of Rosalie Wilkins, the "stunning new Juliet," before they go in to watch the ballet. A final scene shows Grace costumed as Peter Pan, beautifully illuminated on stage with the spotlight on her.

Cross-Curricular Sources

Aardema, Verna, *Anansi Finds a Fool: An Ashanti Tale*
 Barrie, J.M., *Peter Pan*
 Blumberg, Rhoda, *Bloomers!*
 Bryan, Ashley, ed., *All Night, All Day: A Child's First Book of African-American Spirituals*
 Carrick, Carol, *Aladdin and the Wonderful Lamp*
 Choraio, Kay, *The Child's Fairy Tale Book*
 Ehrlich, Amy, ed. *The Random House Book of Fairy Tales*
 Haley, Gail E, *A Story, a Story*
 Hutton, Warwick, *The Trojan Horse*
 Jones, Terry, *Fantastic Stories*
 Kimmel, Eric A, *Anansi and the Moss-Covered Rock*,
Anansi Goes Fishing, and *The Four Gallant Sisters*
 Kipling, Rudyard, *Tales from the Jungle Book*
 Martin, John Harding, *A Day in the Life of a Ballet Dancer*
 Phelps, Ethel Johnston, *The Maid of the North: Feminist Folk Tales from Around the World*

Related Reading

Adoff, Arnold, *In for Winter, Out for Spring*
Cameron, Ann, *The Julian Stories*
Carlson, Nancy L., *I Like Me!*
Flournoy, Valerie, *The Patchwork Quilt*
Goldberg, Whoopi, *Alice (black Alice in Wonderland)*
Howard, Elizabeth F., *Aunt Flossie's Hats (and Crab Cake Later)*
Hru, Dakari, *Jonathan's Masai Mask*
Hudson, Wade, *I Love My Family and I'm Gonna Be*
Iigus, Toyomi, *When I Was Little*
Ikeda, Daisaku, *Over the Deep Blue Sea*
Isadora, Rachel, *Ben's Trumpet*
Johnson, Angela, *Tell Me a Story, Mama and When I Am Old with You*
Kraus, Robert, *Owliver*
Mayer, Marianna, *The Little Jewel Box*
Mendez, Phil, *The Black Snowman*
Thomas, Marlo, *Free to Be ... You and Me*
Wainwright, Richard M., *Mountains to Climb*

Themes and Motifs

In discussing the book, help students understand that the story deals with these main issues and situations:

Themes

- pride and self-confidence
- overcoming prejudice (sexism, racism)
- family supportiveness
- the power of positive role models

Motifs

- dramatic play
- story-telling
- performing on stage

Meaning Study

Discuss with students the meaning of the boldfaced words from the story in the following sentences.

1. Grace didn't care if the stories were out of Nana's long memory.
(These stories are from Nana's earlier life; Nana's "long memory" tells us that Nana has lived for a long time.)
2. She sailed the seven seas with a peg leg and a parrot.
(Grace's pirate is missing part of a leg, which is replaced with a wooden peg. Pirates are often shown like Grace's pirate, with a peg leg and an eye patch and a parrot for a companion.)
3. Or she was Aladdin, rubbing his magic lamp to make

the genie appear.

(Students are probably familiar with the Aladdin story from the Disney film. When Aladdin rubbed the magic lamp, a genie appeared.)

4. "We'll have auditions next week to choose parts."
(An audition is a try-out for a part in a play. Lots of students want to play the part of Peter Pan, so Grace's teacher says they will have try-outs, or auditions, for the part after the children have had a chance to practice over the weekend.)
5. "Are we going to the ballet, Nana?" asked Grace.
(Ballet is an art form performed in a theater, featuring dancing, music, and scenery to tell a story. Ballet combines traditional steps and poses with flowing movements. Ask if any students have ever seen a ballet performance or if any students take ballet lessons.)
6. Grace saw a beautiful young ballerina in a tutu.
(A ballerina is a female ballet dancer, and a tutu is a very short skirt that projects outward, worn by a ballerina. Do any students who take ballet lessons have a tutu?)
7. "Matinee 2 p.m. today."
(A matinee is a musical or drama performance held in the daytime, especially in the afternoon. Nana is taking Grace to an afternoon performance of the ballet featuring a black ballerina as Juliet, to underline the fact to Grace that she can be anything she wants to be.)
8. "That one is little Rosalie from back home in Trinidad."
(Trinidad is an island in the Caribbean. We learn from what Nana tells Grace here that Nana is a native of the West Indies.)

Comprehension Study

Discuss the following questions with your students. You could ask students in higher grades to write their answers to the questions in their own words.

1. Look at the pictures in the book, without reading the story. Write a few sentences about one or more of the pictures. Describe 1) how each person in the picture is feeling at that moment and 2) what is happening in the picture. As you read the story, see if what you wrote about the pictures was accurate.
2. What kinds of roles does Grace choose to act out?

(Exciting, adventurous roles; she always chooses the most exciting roles for herself.)

3. Look at the picture of Grace playing the part of Anansi the spider. Based on how Grace looks while she's pretending to be Anansi, what do you think Anansi is like?
(Crafty and tricky, trying to fool people and lure them in.)
4. What details does Grace use to make herself into a believable-looking pirate?
(She has a peg leg, a black eye patch, a spyglass, a pirate-type kerchief and black hat, a sword, a sash, and a parrot.)
5. What details does Grace use to become Mowgli?
(She wears no clothing except a wrap around her lower torso, she walks on all fours, and she has placed some of her stuffed animals in the yard to represent jungle animals.)
6. What is Grace pretending to do with Nana when she is being Doctor Grace?
(She is pretending to use a stethoscope to listen to Nana's heartbeat, an important part of a physical exam.)
7. What reasons do Raj and Natalie give for why Grace can't play the part of Peter Pan? Are they right?
(Raj says Grace can't be Peter Pan because Peter is a boy's name. Natalie says Grace can't be Peter Pan because Peter is not black. They are both wrong, especially Raj, because women—for example, Mary Martin on Broadway—have traditionally played the part of Peter. Student involvement activity #11 invites students to discuss these elements of prejudice.)
8. Look at the picture of the class when the teacher asks who wants to play Peter Pan. Do many of the children want the part? Are any of these children besides Grace black or female? How would you describe Raj's and Natalie's attitudes in this picture? How would you describe Grace's attitude in this picture?
(Most of the children have their hands raised, showing that they want to play Peter Pan. Some are female, and some are black. Raj and Natalie are saying with the looks on their faces the same thing they say aloud with their words, that Grace is not fit to play the part of Peter Pan. Raj looks questioning, and Natalie looks rather nasty. Grace looks serene,

untroubled by Raj and Natalie, and very confident in her knowledge that she wants to play the part of Peter.)

9. How does Grace react to what Raj and Natalie say? How do Ma and Nana help Grace cope with her feelings?
(Even though Grace looks supremely untroubled and confident in the classroom picture, she feels and acts sad about what Raj and Natalie have said when she gets home. Ma tells Grace, "A girl can be Peter Pan if she wants to," which makes Grace feel better. Then she feels sad again about what Natalie said, and Nana comforts her by saying, "It seems that Natalie is another one who don't know nothing. You can be anything you want, Grace, if you put your mind to it.")
10. Why does Nana take Grace to the ballet?
(She takes Grace to see that a black ballerina can be a "stunning new Juliet," a role not often performed by an African-American. This underlines Nana's message that Grace can be anything she wants to be. It works, too—when Grace gets home, she dances around her room, playing the part of Juliet and telling herself, I can be anything I want.)
11. Why would you expect Grace to be a terrific Peter Pan?
(Answers will vary somewhat. Grace has a great talent for dramatic acting-out, and she spends a lot of time playing different, exciting roles. Also, she is self-confident and graceful.)
12. Describe Grace as she looks in the picture page of her as Peter Pan.
(Answers will vary. She seems happy, self-confident, and extremely comfortable in her role and costume, feeling like a star.)
13. Natalie's attitude toward Grace as Peter Pan changes during the auditions. What about Raj? Do you think his attitude changes too?
(Answers will vary. His attitude probably does change, since the story says that all of the children voted for Grace to be Peter Pan, and in the illustration, Raj is smiling at Grace as she auditions for the part.)
14. What does Nana tell Grace that says exactly what this story is all about?
("You can be anything you want, Grace, if you put your mind to it.")
15. Why is the title of this book *Amazing Grace*?

(Answers will vary.)

Across the Curriculum

Invite students to complete any of these activities that are suitable for their grade and interest level.

Music

1. Listen to the tune of the song "Amazing Grace." How do the lines "I once was lost but now am found, Was blind but now I see" relate to the book *Amazing Grace*?

Social Studies

1. Who was Hiawatha? Find out and report on this.
2. Grace goes exploring for lost kingdoms. Find out about and report on an explorer in the past who found a lost kingdom or lost city or lost people. Did people really look for cities "with streets paved in gold"?
3. Why is Grace inside a box when she is acting out the story of Troy? What does a wooden horse have to do with Troy?
4. After you have read Anansi folk tales, try to find some similar types of folk tales from cultures that are not African. What do these tales tell you about the cultures they are from?
5. Report orally or in writing on the life, death, and sainthood of Joan of Arc.

Geography

1. Where would you go exploring for a lost kingdom today? Show on a map the area you would explore, and explain why you would explore there.
2. Report on the island of Trinidad—its geography, its people, its cultures. Include an audiovisual element with your report.

Language Arts

1. Read one version of the story about Aladdin.
2. Read a version of the Peter Pan story.
3. Read some of *The Jungle Book* and learn about the adventurous life of Mowgli.

4. Who is Anansi the spider? Read some African tales about Anansi, and tell one aloud in class. Or write and illustrate your own Anansi story.
5. Read some other African folk tales.
6. Learn about the childhood of the author, Mary Hoffman, in *Something About the Author* Autobiography Series, Vol. 24.

Science and Health

1. Demonstrate some basic first aid to the class—how to treat cuts, scratches, and bruises.
2. Explain how a stethoscope works.
3. Explain how a spyglass or telescope works. You could also tell the story of how the telescope was invented.

Art and Drama

1. Find out who has played the part of Peter Pan in major theater versions of the story, and in movies made of the story. Is Raj right that only boys can play the part of Peter? Has a black person ever played Peter?
2. Design costumes and/or stage settings for a production of *Peter Pan*.
3. Create your own costume to wear when you audition for a role of your choice in *Peter Pan*.

Student Involvement Activities

1. Demonstrate some ballet steps and positions to classmates.
2. Write and act out a short play based on one of the stories Grace acts out in the book.
3. What are some of your favorite stories? Tell one of these stories aloud, or write a summary of it.
4. Go to see a stage production of *Peter Pan*. Who plays the title role? Does this person actually "fly" around the stage? How?
5. When you feel bad about something that happens at school, do you talk about it at home? What helps you, feel better when this happens? Think about who or what comforts you best. You could share ideas about this with classmates.

6. Go to see a ballet performance for young people.
7. Practice for an audition for the part of Peter Pan.
- 8: Ask a grandparent or other older person to tell you a story out of his or her "long memory." You could then write and illustrate your own version of this story.
9. Put on a class performance of Peter Pan. Or, with classmates, audition for various parts in *Peter Pan*.
10. Have someone who grew up in a different country tell you about their childhood. What was different about it than your own experiences?
11. Talk about this in class: Are there any things a person can't do or because of her or his race or gender? Do some people disagree about this?
12. Whom do you admire and think of as a role model? Why?

Alternate Assessment

Depending on student ability level, you could have students write their responses to one of these assessment vehicles, or simply discuss their response with you, individually or in a group setting.

1. Make a list of the stories that Grace acts out. Tell what each story is about.
2. Who is Peter Pan? Explain this, and then explain why Grace is a good choice to play the part of Peter.
3. Explain what the illustrations add to the book.
4. Write a letter to Raj and to Natalie, responding to what they say about why Grace can't play the part of Peter Pan.

Vocabulary Test

Write the answer that could be used in place of the word in boldface type in the blank provided.

1. Grace wove a **wicked** web as Anansi the Spider.
(a) pretty
(b) dangerous
(c) wet
2. She set out to seek her **fortune**.
(a) good luck
(b) sickness
(c) loss of money
3. She set out with no companion but her **trusty** cat.
(a) enemy
(b) friend
(c) parent
4. After the ballet, Grace danced around her room in her **imaginary** tutu.
(a) real
(b) beautiful
(c) make-believe
5. "You were **fantastic!**" Natalie told Grace after the audition.
(a) terrific
(b) poor
(c) funny
6. The play was a big success and Grace was an **amazing** Peter Pan.
(a) scary
(b) wonderful
(c) silly

Comprehension Test A

Part I: Matching (10 points)

Read each description. Find the name on the right that matches the description. Write the letter of the name in the space in front of the description.

- | | |
|--|------------|
| _____ 1. A grandmother who grew up in Trinidad. | a. Grace |
| _____ 2. A blonde girl who says that Peter Pan can't be black. | b. Nana |
| _____ 3. A woman who lives with her child and her own mother. | c. Ma |
| _____ 4. A young girl who loves stories and play-acting. | d. Raj |
| _____ 5. A dark-haired boy who says only a boy can play the part of Peter Pan. | e. Natalie |

Part II: Multiple Choice (20 points)

Choose the best ending for each sentence. Write the letter of the correct ending in the space in front of each sentence.

- _____ 1. Grace pretends to be this famous French woman who led an army:
(a) Juliet (b) Joan of Arc (c) Wendy
- _____ 2. Grace hangs from a bar when she plays the part of Anansi the
(a) spider. (b) parrot. (c) cat.
- _____ 3. Rosalie Wilkins is a
(a) teacher. (b) doctor. (c) ballerina.
- _____ 4. Grace tries out for this part in the class play:
(a) Captain Hook (b) Wendy (c) Peter Pan
- _____ 5. When she rubs a magic lamp to make a genie appear, Grace is pretending to be
(a) Mowgli. (b) Aladdin. (c) Hiawatha.
- _____ 6. Grace rides a toy elephant when she is an explorer looking for lost
(a) kingdoms. (b) toys. (c) children.
- _____ 7. When the play is over, Grace says she feels as if she really could
(a) dance. (b) sing. (c) fly.
- _____ 8. Grace has a peg leg, a pet parrot, and a spyglass when she pretends to be a
(a) ballet dancer. (b) pirate. (c) jungle animal.
- _____ 9. Trying out for a part in a play is called a(n)
(a) exam. (b) dance contest. (c) audition.
- _____ 10. Nana takes Grace to see a
(a) ballet. (b) movie. (c) puppet show.

Part III: True/False (20 points)

Mark each sentence with a **T** if it is true or an **F** if any part of it is false.

- _____ 1. Grace's school class is going to perform the play *Romeo and Juliet*.
- _____ 2. Grace lives with her mother and grandmother.
- _____ 3. Grace loves to act out fairy tales.
- _____ 4. Nana has another granddaughter who is a ballet dancer.
- _____ 5. Grace thinks ballet dancing is stupid.
- _____ 6. Grace acts out the parts of both men and women when she play-acts.
- _____ 7. Grace's father often tells her exciting stories.
- _____ 8. Grace pretends to be a doctor and treat her mother and Nana for their injuries.
- _____ 9. Raj and Natalie vote for Grace to be Peter in the class play.
- _____ 10. Ma thinks Grace should not try out for the part of Peter.

Part IV: Essay (30 points)

Write or tell your answer to one of these questions to get extra points on your test.

1. How does Nana help Grace?
2. Describe Grace's family.

Comprehension Test B

Part I: Matching (10 points)

Read each description. Find the name on the right that matches the description. Write the letter of the name in the space in front of the description.

- | | |
|---|----------------|
| 1. a tricky spider | a. Joan of Arc |
| 2. a story boy who is forever young and can fly | b. Anansi |
| 3. a famous French woman who led an army | c. Mowgli |
| 4. a girl in a story about young love | d. Peter Pan |
| 5. a jungle boy | e. Juliet |

Part II: Multiple Choice (20 points)

Choose the best ending for each sentence. Write the letter of the correct ending in the space in front of each sentence.

- _____ 1. Nana grew up on the island of
(a) Hawaii. (b) Cuba. (c) Trinidad.
- _____ 2. Grace has a pet
(a) cat. (b) dog. (c) mouse.
- _____ 3. When she pretends to be a ballerina, Grace wears a pretend
(a) helmet. (b) tutu. (c) apron.
- _____ 4. The dark-haired boy in Grace's class who says Grace can't be Peter Pan is named
(a) Raj. (b) Peter. (c) Troy.
- _____ 5. When Grace pretends to be Aladdin, she rubs a magic
(a) cat. (b) sword. (c) lamp.
- _____ 6. The blonde girl in Grace's class who says Grace can't be Peter Pan is named
(a) Wendy. (b) Juliet. (c) Natalie.
- _____ 7. When Rosalie Wilkins performs on stage, she
(a) sings. (b) dances. (c) plays the violin.
- _____ 8. Grace pretends that a big cardboard box she hides in is a wooden
(a) horse. (b) elephant. (c) windmill.
- _____ 9. As Peter Pan, Grace wears a(n)
(a) feathered headdress. (b) eye patch. (c) cape.
- _____ 10. When she pretends to be a Native American sitting by the Big-Sea-Water, Grace is playing the part of
(a) Mowgli. (b) Hiawatha. (c) Captain Hook.

Part III: True/False (20 points)

Mark each sentence with a **T** if it is true or an **F** if any part of it is false.

- _____ 1. Grace's school class is going to perform the play *Peter Pan*.
- _____ 2. Grace lives with her mother, father, and grandmother.
- _____ 3. Grace dislikes fairy tales.
- _____ 4. Grace gives her friends the most exciting parts to act out when they play together.
- _____ 5. Grace's Nana grew up on an island called Trinidad.
- _____ 6. Grace is very impressed by a black ballerina.
- _____ 7. Nana thinks it is wrong for a black person to play the part of Peter Pan.
- _____ 8. Grace practices being Peter Pan before she tries out for the part.
- _____ 9. The teacher chooses Grace to play the part of Peter Pan.
- _____ 10. Grace is a great success in the class play.

Part IV: Essay (30 points)

Write or tell your answers to one of these questions to get extra points on your test.

1. Why does Nana take Grace to the ballet?
2. Give a description of the kind of girl Grace is.

Answer Key

VOCABULARY TEST

- 1. b 4. c
- 2. a 5. a
- 3. b 6. b

COMPREHENSION TEST A

Part I: Matching (20 points)

- 1. b 3. c 5. d
- 2. e 4. a

Part II: Multiple Choice (20 points)

- 1. b—Joan of Arc 6. a—kingdoms
- 2. a—spider 7. c—fly
- 3. c—ballerina 8. b—pirate
- 4. c—Peter Pan 9. c—audition
- 5. b—Aladdin 10. a—ballet

Part III: True/False (20 points)

- 1. F 6. T
- 2. T 7. F
- 3. T 8. T
- 4. F 9. T
- 5. F 10. F

Part IV: Essay (30 points)

Answers will vary.

COMPREHENSION TEST B

Part I: Matching (10 points)

- 1. b 4. e
- 2. d 5. c
- 3. a

Part II: Multiple Choice (20 points)

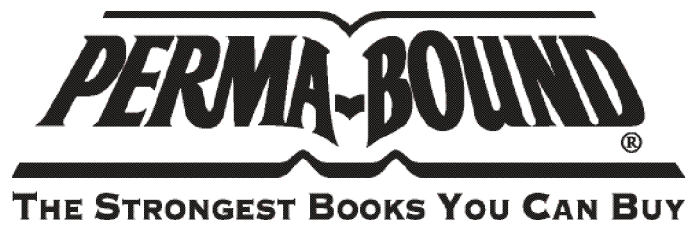
- 1. c—Trinidad 6. c—Natalie
- 2. a—cat 7. b—dances
- 3. b—tutu 8. a—horse
- 4. a—Raj 9. c—cape
- 5. c—lamp 10. b—Hiawatha

Part III: True/False (20 points)

- 1. T 6. T
- 2. F 7. F
- 3. F 8. T
- 4. F 9. F
- 5. T 10. T

Part IV: Essay (30 points)

Answers will vary.



Perma-Bound

617 East Vandalia Road • Jacksonville, Illinois 62650
Toll Free 1-800-637-6581 • Fax 1-800-551-1169
E-Mail: books@perma-bound.com

Perma-Bound Canada

Box 868, Station Main • Peterborough, Ontario K9J 7A2
Toll Free 1-800-461-1999 • Fax 1-888-250-3811
E-Mail: perma-bound.ca@sympatico.ca

Visit us online at www.perma-bound.com